DOCUMENT RESUME

ED 306 447 CE 052 423

AUTHOR	Spill, Rick; Tracy, Marianne
TITLE	Work Maturity Programming for Youth under JTPA.
INSTITUTION	National Alliance of Business, Inc., Washington, D.C.
SPONS AGENCY	Department of Labor, Washington, D.C.
REPORT NO	ISBN-0-88713-808-X
PUB DATE	Dec 86
NOTE	51p.; For related documents, see CE 052 421-422.
AVAILABLE FROM	National Alliance of Business, Inc., 1201 New York Avenue, NW, Washington, DC 20005 ($7.95).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Competency Based Education; *Employment Potential; *Job Skills; Maturity Tests; Postsecondary Education; *Prevocational Education; Secondary Education; *Vocational Maturity; Work Experience Programs; *Youth Employment
IDENTIFIERS	*Job Training Partnership Act 1982; *Private Industry Councils

ABSTRACT

Competency-based programming for Job Training Partnership Act (JTPA) participants is a powerful tool that can be used by Private Industry Councils (PICs) to train youth in, among other things, the work maturity skills vital to finding and keeping employment. Work maturity skills are involved in the following behaviors: being on time for work, working industriously while on the job, getting along with others, dressing appropriately, following directions, completing the tasks assigned, and assuming responsibility. About 450 Service Delivery Areas across the United States have developed competency-based programs to teach work maturity or other competencies. Each local system is made up of the following key components: (1) PIC-recognized competency statements; (2) instruments to assess participant need; (3) employability plans; (4) classroom and on-site training; (5) evaluations of participant achievement; (6) certificates of achievement; and (7) documentation of participant activities. Following the narrative overview of the issues involved in developing such programs, the major portion of this report for job training professionals consists of seven descriptions of model programs. The descriptions take the form of National Alliance of Business Bulletins. The following sections follow the bulletins: a selected bibliography, a youth employment competency resource list, and a transcript of U.S. Department of Labor regulations that affect work maturity competencies. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

National
Alliance of
Business

1015 15th Street, N.W.
Washington, D.C. 20005

ED306447

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

N Syrek

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Work Maturity Programming for Youth under JTPA

CE052423

BEST COPY AVAILABLE

BEST COPY AVAILABLE

National
Alliance of
Business

Work Maturity Programming for Youth under JTPA

The National Alliance of Business (NAB) is an independent, business-led, non-profit corporation whose mission is to increase private sector training and job opportunities for the economically disadvantaged and long term unemployed by building and strengthening public/private partnerships of business, government, labor, education and community-based groups.

Written by Rick Spill and Marianne Tracy

Activities of the National Alliance of Business are financed with both public and private resources. Material in this publication was prepared pursuant to a grant from the U.S. Department of Labor, but the opinions expressed are not necessarily those of the Department.

Copies of this publication have been distributed without charge to state and local JTPA administrative entities and private industry councils. Additional copies may be obtained for $7.95 by writing or calling the NAB Clearinghouse, 1015 15th Street, NW, Washington, DC, 20005, (202) 289-2910.

Copyright © December 1986 by the National Alliance of Business

CLH/126/1.5

ISBN #0-88713-808-X

FOREWORD

The National Alliance of Business is proud to present this compilation of issues on establishing and conducting ***Work Maturity Programming for Youth Under The Job Training Partnership Act.***

Youth unemployment has been a growing problem in this country for over three decades. Despite numerous federal and state initiatives aimed at reversing this trend, the problem has not abated and remains particularly acute for minority youth.

Since before the inception of JTPA, many programs demonstrated that youth need a combination of basic education, remediation, training, career and labor market information, job search skills, and good work experience to make a successful school-to-work transition. By allowing employability rather than only employment results, JTPA enables job training professionals to structure the multi-faceted programs that are most effective for youth.

Work maturity training is a key element of these programs. When carefully structured and thoughtfully conceived, such training enables young people to develop the self confidence, motivation and enthusiasm they need to successfully meet the challenges of a work environment.

The overview and model program descriptions in this booklet identify the key concepts and issues associated with work maturity programming and offer examples of the ways that states and localities have successfully addressed these issues.

William H. Kolberg

WILLIAM H. KOLBERG
PRESIDENT

CONTENTS

OVERVIEW OF THE ISSUES

INTRODUCTION 1

FORMULATING COMPETENCY STATEMENTS 3

STRUCTURING THE TEACHING/LEARNING ENVIRONMENT 4

MEASURING WORK MATURITY 6

RECORDKEEPING TO ACKNOWLEDGE COMPETENCY ACHIEVEMENT 8

SUMMARY 9

MODEL PROGRAM *BULLETINS*

N000689 Pre-employment Skills Training Program, Jacksonville, FL 13

N000690 Rural Youth Training Project, Newark, OH 17

N000691 Before Employment Skills Training, Rock Island, IL 19

N000692 Business and Office Skills Development Program and Youth Employment Program, Meriden, CT 21

N000693 Exemplary Youth Employment Program, Montpelier, VT 25

N000694 Youth Enterprise Program, Seattle, WA 29

N000447 New Horizons, Richmond, VA 33

BIBLIOGRAPHY 35

YOUTH EMPLOYMENT COMPETENCY RESOURCE LIST 37

U.S. DEPARTMENT OF LABOR REGULATIONS 39

OVERVIEW OF THE ISSUES IN ESTABLISHING AND CONDUCTING WORK MATURITY PROGRAMMING FOR YOUTH UNDER JTPA

INTRODUCTION

Employers are often asked what qualities they want most in young people seeking employment. Their responses may vary slightly, but generally they say "give us youth who show up on time, work all day, dress appropriately for the job, follow directions, complete tasks assigned, get along with others, and assume responsibility. These young people have such good prospects for keeping their jobs that we will gladly hire and help train them."

Taken together, these employer expectations form a simple definition of work maturity competencies. More formal statements of work maturity competencies describe the skills, knowledge, attitudes and behaviors which facilitate participant entry and retention in unsubsidized employment, apprenticeship, military service or further education.

Work maturity skills are included in one of the three primary competency areas that have been approved by the U.S. Department of Labor for inclusion in JTPA programs. Youth who attain PIC-approved competencies in one or more of the following areas may be counted in an SDA's positive termination rate:

(1) pre-employment and/or work maturity skills: including job finding and getting, job holding and advancing skills. Pre-employment (job finding and getting) skills generally include world-of-work awareness, occuptional knowledge, career development strategies, job search techniques and survival/daily living skills. Work maturity (job holding and advancing) skills include positive work habits, attitudes, and behaviors, and the ability to follow instructions, complete assigned tasks, assume responsibility and solve problems.

(2) basic education skills: including reading, math, writing, language, and communication skills, and

(3) job specific skills: including the ability to perform tasks and technical functions required by particular jobs and/or occupations.

Of importance to SDAs that have instituted or are developing pre-employment and/or work maturity competency systems are new Department of Labor regulations that become effective July 1, 1986. These regulations, included in this booklet, require that pre-employment and work maturity competencies be combined into a single competency area for reporting purposes. Thus, SDAs that have counted as two positive terminations a youth who attains PIC-approved competencies in separate pre-employment and work maturity programs can now count that youth as being positively terminated only once.

Numerous youth programs structured around competency-based training have proven that long term success is most likely when the participant's level of employability is gauged and training to overcome measured deficiencies is provided. Unfortunately, experience has demonstrated that the converse is also true: successes in placement-oriented, short-term programs that include only brief counseling and intervention are less likely to persist since graduates often lack the basic skills and maturity required to retain a job and frequently are unable to acquire the skills necessary for labor market mobility.

Job training professionals have heeded these lessons and are taking advantage of the opportunities offered by JTPA more frequently and with increasing sophistication. The adaption of competency-based training to JTPA programs has been facilitated by the availability and widespread use of generally accepted methods and techniques for instruction, participant development, and determination of gain -- particularly in the areas of pre-employment, basic education and job specific skills.

However, there seems to be far less consensus regarding the methods and techniques required to successfully teach, track and measure work maturity competencies. The National Alliance of Business (NAB) has conducted extensive youth employment competencies technical assistance and training nationwide. One of the exercises used with employment and training practitioners is called the "Ideal Worker." In this exercise, the group is asked to name twenty traits that a young person leaving JTPA and entering a job should have. Usually, 75 to 80 percent of the answers fall into the work maturity category. However, when the group is asked how program participants are taught work maturity skills, the responses are often vague. For example, all groups seem to agree that "demonstrates initiative" is a quality that is desirable in the work setting and is appropriate for inclusion in a work maturities competency system, but little agreement exists regarding the techniques that ought to be used in a competency system to teach and measure attainment of this quality.

The discussion and program examples that follow address the questions of technique, measurement, and goals in work maturity programming, and will assist local job training professionals to structure programs which meet the Department of Labor guidelines for PIC-approved competency systems. These guidelines mandate that "Competency gains must be achieved through program participation and be tracked through sufficiently developed systems that must include: quantifiable learning objectives; related curricula/training modules; pre and post assessments; employability planning; documentation; and certification." In the context of these requirements, the following topics are discussed:

- formulating competency statements;
- structuring the teaching/learning environment;
- measuring work maturity; and
- recordkeeping to acknowledge competency achievement.

FORMULATING COMPETENCY STATEMENTS

Preparing comprehensive competency statements is critical to the success of all competency-based programs. If thoughtfully developed and clearly drafted, these statements will not only gain employer acceptance for the program, but also define the necessary implementation steps.

Competency statements identify the skills that constitute employability or job readiness and enumerate the capabilities that must be achieved before a young person can be said to have "attained competence." A competency statement should be developed for each of the skills to be taught and should specify how the skill is employment-related and how attainment is quantified, measured, and verified. That is, each statement should:

- define the skill;
- describe how it enhances employability;
- specify the level of proficiency to be reached and itemize the indicators of success that will be measured along the way;
- identify the means of measurement to be used; and
- explain the basis on which need for the skill was determined.

The work maturity category comprises a variety of individual skills. The number and type of job keeping (work maturity) competencies offered to participants is a local decision. Across the country, six primary work maturity skills have emerged as being particularly important, including: punctuality, attendance, appearance, attitude/behavior, interpersonal relations, and task completion.

To decide which work maturity competencies should be included in local programs, employment and training personnel need to talk with employers, recruiters, and educators. Knowledge of the processes used to determine admittance qualifications for employment, military service, apprenticeship training, or education will help local employment and training professionals to answer a number of important questions: What are the expectations, needs, and requirements of these decision makers? How can they be taught? learned? measured? Securing input from major employers in the community and translating employer wants into written competency statements gains justification for and validation of the skills offered.

To be less subject to interpretation, competency statements should be detailed and carefully worded. They should:

- contain precise descriptions of the skills to be taught and the means of measurement to be used. For example, the ability to "accept constructive criticism" could be interpreted differently by supervisors in different settings without an explanation of its meaning or purpose.

- describe how qualitative achievements will be quantified. For example, how does "demonstrates initiative" fit into a numerical rating scheme?

- distinguish between objective and subjective measurements and specify the situations in which one or the other type of evaluation may be used. For example, what formats allow supervisors to uniformly assess the performance of young people and still provide room for the influence of site-specific circumstances?

- specify the settings (cognitive or affective) in which competencies will be taught and evaluated. For example, "knowing" (cognitive) that one should interact well with co-workers might be taught in a classroom setting, and "showing" (affective) that one can actually get along with co-workers may be more likely to occur in a work setting.

STRUCTURING THE TEACHING/LEARNING ENVIRONMENT

Work maturity teaches young people to adapt their actions to the requisites of the workplace. They first need to understand the positive work habits, attitudes, and behavior patterns that are expected, the importance of these qualities in the labor market, and the extent to which they must be demonstrated in order to keep a job. This is the cognitive aspect of work maturity competencies acquisition. Youth must then have the opportunity to develop, practice, improve upon, and exhibit these capabilities through actual performance. This is the affective part of teaching work maturity competencies.

Cognitive learning can take place in workshops, classroom activities, world of work awareness modules, counseling sessions, or through structured exercises entailing task completion, problem solving, etc. Affective growth is best fostered through experiential, hands-on involvement in an actual work setting, and could occur in youth tryout employment, work experience, vocational exploration, on-the-job-training, cooperative/distributive education, or internship settings. The most effective approach for teaching work maturity competencies involves both cognitive and affective learning components, i.e., a combination of classroom training for the "knowing" and on-site experience for the "showing."

Under the new regulations, pre-employment and work maturity competencies have been combined for reporting purposes. However, localities continue to have wide latitude in defining the substance, organization, and sequence of competency-based programs. SDAs must decide what training activities will occur concurrently or consecutively and at what points in the training sequence various skills will be introduced and measured. The key to ensuring that competencies are attained is to match the appropriate mix of activities and services, in the necessary order, with the right group of participants, at the proper times and sites.

The classroom portion of the work maturity learning experience should be designed to simulate a worksite wherever possible. The work environment should approximate job conditions, expectations, rules, and discipline, and the trainees should be treated as employees. Supervision should be formal, and appropriate regulations, such as safety procedures, should be enforced. "Time clocks" (or their equivalent) should be punched. To make the classroom seem more like work, young people should be "hired," not enrolled. Participants should be called "employees" and occupy "work stations" instead of training areas. Instructors should act as "supervisors," and any separation from the program for negative reasons would mean that the young person was "fired," not terminated. While no classroom can either substitute for or exactly reproduce the reality of the workplace, participants' performance in a simulated work setting is a fair indicator of how well they can be expected to perform in a job setting. Participants' performance in this environment also will highlight problem areas in which remediation is needed.

Quality of supervision is often considered the most important factor in the progress of youth toward work maturity. Supervision should be direct, close and attentive. Young people must be treated as individuals, who must earn the respect of supervisors and whose respect for supervisors is also earned. Good supervisors hold youth to fair standards that are clearly expressed, understandable, and firmly -- yet sensitively -- applied, and provide youth with constant feedback about their performance. To accomplish this, supervisors need social and communication skills, as well as occupational proficiencies. They should be open, honest, and able to confront problem situations in a professional manner. They need to be able to work with individuals and groups, and function as a coach and mentor. Through good supervision, young people may be able to acquire those often intangible -- yet pivotal -- characteristics of self confidence, motivation, and enthusiasm.

The best learning environment for work maturity skills is one that offers both consistency -- enabling the student to apply general concepts to different sites in a uniform manner -- and flexibility -- allowing the student to modify general concepts to accommodate the specific requirements of particular sites. Although elements of the work environment will vary among sites, youth should have the ability to understand commonly used words, such as "assumes responsibility" and procedures, such as rating scales.

The challenge is to select or adapt from the wide variety of available teaching/learning tools those that will enable a particular group of enrollees to acquire the desired competencies. It is beyond the scope of this paper to discuss the types of activities and instructional formats that may be applied to particular situations and to list specific learning tools that may be chosen. However, experience has shown that the learning environment is enhanced when it is structured to include the following key building blocks:

- a written "learning pact" for each enrollee that helps youth understand the components of the program, become aware of procedures, accept responsibility and commit to learning.

- a staff development plan that provides in-service training and a written program guidebook. Training should enable staff, instructors, and counselors to function as teachers as well as positive role models and to actively and constructively intervene to solve problems and remedy improper actions in a clear and consistent manner.

- service/activity abstracts that specify for each portion of the program what is to be learned, by whom, how, when, and where.

- a classroom component in which cognitive learning takes places and prepares the student for an affective (work site) component. The cognitive component should include sessions on roles, responsibilities, rules, requirements, expectations, and relationships. Written materials, such as a conduct code, a course outline, a counselor/enrollee contract, and a participant handbook should be developed for students and provided to future work sites.

- a site matching/assignment plan that includes an inventory and description of each site, an analysis of each site's strengths and weaknesses, and a statement of the type and amount of project support required at each site.

- an affective component with site orientations. Site supervisors, site employees and other involved volunteers from the community should be provided training so that they can serve as "teachers" and positive role models, actively intervening to correct inappropriate actions in a consistent fashion. Work sites should provide students with informational, instructional, and procedural sessions, interactive discussions, role playing and simulations. Written materials, such as a worksite agreement (with a copy to the participant), training plan and worksite supervisor/co-worker manuals, should be developed.

MEASURING WORK MATURITY

The measurement of work maturity competencies is the subject of much uncertainty and controversy, especially with regard to choosing measurement devices and timing their application. To meet pre assessment requirements, a locality must specify how the needs of youth will be measured at intake. To determine if a young person is in need of work maturity training, assessment professionals should evaluate the following factors:

- status - if a youth is unemployed, has never worked, or was fired from a job for cause within 180 days, there is evidence of negative or non-existent work habits;

- history - reports and ratings from former employers, summer youth or other project work site supervisors, trainers, or teachers on prior performance can identify problems that must be remedied;
- proxy representations - bad manners, a poor attitude, or inappropriate behavior during regular intake are indicators of poor work prospects;
- simulated situations during admission - unacceptable performance shows a lack of ability to complete tasks and follow instructions; and
- actual demonstrations on site in the community - unacceptable performance in a real world situation points out needs for assistance.

Once the need for work maturity competency enhancements has been determined, SDAs need to ensure that the program they have structured contains clear and consistent measurement instructions and utilizes appropriate measurement tools. Both should be outlined and described in the competency statements. Potentially usable, currently existing work maturity measurement tools, such as question/answer and participant observation forms, should be evaluated for validity, reliability, utility, and freedom from potential biases, or new instruments which positively reflect these criteria should be developed.

Even after comprehensive measurement instructions and tools have been developed, SDAs must decide where and when they will be applied. Setting, time, and format are factors which affect the measurement of work maturity compentencies and over which there is controversy. With regard to setting, present thinking is split on whether work maturity should be evaluated in a classroom, on a job site, or both. Purists hold that any measurement conducted away from a place of work is done out of context. Others say that a young person who comes to class on time, stays as required, acts in accordance with posted rules, completes assignments as asked, and relates well will be able to transfer these work maturity skills to a job, especially since the job pays and the class does not. Many professionals believe that competency attainment should be measured in both types of learning environments.

With regard to timing, purists maintain that pre and post measurements should be carried out at particular junctures in the program and cover set time frames. For example, determination of need should occur only during intake and prior to activity assignments; determination of gain should be conducted over a pre-defined period of time encompassing at least twenty consecutive working days with performance checked daily and/or scored cumulatively. Others assert that latitude and flexibility should be the guideposts.

Regarding formats, most people contend that a paper/pencil test showing knowledge of proper work habits, attitudes, and behaviors is no substitute for youth demonstrating their work maturity proficiencies through real world performance. The rationale is that "the proof is in the showing, not the knowing."

Finally, with questions of setting, time and format resolved, local job training professionals must take steps to ensure that measurement techniques and tools are consistently used. Establishing procedures for carefully selecting and uniformly training the individuals who score performance is one method. If intake workers, instructors and site personnel participate together in simulations and are taught the same guidelines for assessment, comparability and consistency among scorers will be enhanced, more useful findings will be provided to participants, and predictive validity within an SDA will be maximized so that work maturity skill ratings at one site are taken as indicative of similar performance at the next.

RECORDKEEPING TO ACKNOWLEDGE COMPETENCY ACHIEVEMENTS

Often, the tedious tasks of report preparation and file maintenance are left until last as localities attempt to set up competency systems. This is unfortunate and potentially dangerous since good recordkeeping procedures are needed to gather, store, retrieve and utilize important client and program information that is required for reporting, planning, quality control, management, fundraising and refinement endeavors. Although localities have great latitude in determining program substance and organization, they must ensure that the services provided to and the learning results attained by each participant are tracked and documented in a data base that can subsequently be used to substantiate program experience when competency outcomes are reported.

A locality should have a complete recordkeeping system, including attendance forms, narrative reports, performance ratings and file organization sheets. These records substantiate participant progress while in the program. A comprehensive checklist of items included in each participant's file would include:

- eligibility and intake documents, including the initial assessment instrument documenting the competencies lacked;
- the training plan outlining the services/training provided to overcome measured deficiencies;
- competency statements, listing the competencies to be taught, benchmarks to be reached and means of measurement to be used;
- curriculum and training materials, including course outlines, handbooks, program-participant contracts, site agreements, and counseling comments;
- evaluation and assessment records for determining progress or achievement against benchmarks;
- certificates and awards indicating competency attainment;
- documentation of supportive services and needs-based payments;
- a chronological listing of job development efforts;

- evidence of acquisition of labor market status;
- evidence of program termination; and
- post-program assessments.

Taken together, the first six of these items could serve as the basis for a "work maturity credential," a combination diploma, transcript and letter of recommendation for recognizing and rewarding enrollee accomplishments. Such an acknowledgement and attestation could provide the foundation for the award of academic credit.

Finally, like all recordkeeping systems, a system for competency-based instruction should be documented. SDAs need to decide whose signatures are required on which documents, and at what points in the program. A guidebook explaining the flow of paper, the signature process, and the procedures for checking accuracy and completeness and for accessing files should be developed and made available to all personnel involved in the youth's training.

SUMMARY

The attainment of work maturity skills is a critical element in a comprehensive youth employment competency program. Developing and documenting a system that successfully teaches these skills to young people may seem to be an overwhelming task at first, but about 450 SDAs around the country have successfully tackled this challenge in their own ways, developing competency-based programs in one or more of the three recognized areas. Despite differences in approach, location, target group, theory and technique, each local system is made up of seven key components:

(1) PIC-recognized competency statements that are thoughtfully developed and clearly drafted will gain employer acceptance for the program and help to define the necessary implementation steps;

(2) instruments to assess participant need upon entry to the program can help SDAs determine priorities among competency areas;

(3) employability development plans document assessment results, lay out a strategy for correcting deficiencies, and enable participants and future employers to understand the PIC-approved process;

(4) classroom and on-site training provide the combination of "knowing" and "showing" that is critical to the development of self confidence and maturity;

(5) evaluations of participant achievement reaffirm the judgment process that is part of all employment situations and help the PIC to refine its curricula and criteria for success;

(6) certificates of achievement constitute the reward and recognition that youth seek and are proof to the employer community that its expectations will be met; and

(7) documentation of participant activities throughout the competency program produces the records that are required for the provision of services that may be counted as other-than-employment results.

Although a variety of issues must be addressed to establish and conduct comprehensive competency-based programming, the benefits far outweigh the initial effort. Competency-based programming for youth is not just another technique that can be used to meet performance standards. Instead, it is a powerful tool that can be employed by PICs to break the cycle of youth unemployment, to actively involve the business community in the design of programs that meet their needs, and to formulate a management system that will enhance the design, administration and execution of all program activities.

MODEL PROGRAM *BULLETINS*

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Bulletin

An Information Service of the NAB Clearinghouse

ACCESSION NUMBER: N000689; NAB Database MODELS File; June 1986

LOCATION: Jacksonville, Florida

DOCUMENT TYPE: BUL

TITLE: Preemployment Skills Training Program

CITATION: June 1986; 3p; National Alliance of Business, 1015 15th Street N.W., Washington, D.C. 20005, 202-457-0040

PROGRAM INFORMATION: Preemployment Skills Training Program, Jacksonville, FL

Dates of operation: 1984/Present

Funding: JTPA Title IIA - $90,730

Results: Placement Rate 92%

PROGRAM OPERATOR: Duval County School Board - Local Government

CONTACT PERSON: Vancil, Barbara, Vocational Specialist, Duval County School Board, Third Floor, 1701 Prudential Drive, Jacksonville, FL 32207, 904-390-2050

PROGRAM DESCRIPTION: Completion of the Preemployment Work Maturity Skills Training Program is a prerequisite for Jacksonville in school youth seeking jobs through the Private Industry Council. Created in 1984 with the coordinated effort of the Duval County School Board and the Jacksonville PIC, the program offers a six week, 18 hour course in the spring, which stresses work maturity competencies, and a summer program that combines academic and work experience skills.

The academic component, which is mandatory for competency attainment, is new to this summer's program. From 7:30 am - 12:00 pm each student receives academic instruction, tailored to meet his individual needs. Work experience is provided at both public and private sector work sites during the summer months. Students are assigned to sites based on interest and preemployment competency attainment. With the addition of the academic portion, students work

PROGRAM DESCRIPTION: (CONTINUED)

one hour less each day but the program extends eight days longer than in previous years, leaving only two weeks between the end of the program and the beginning of the school year.

With each year's experience, the program is refined to meet participants' needs. For example, proper work attitudes have been added to the work maturity competency workbook, and students are now allowed to keep their workbook as a personal reference.

10 to 15 percent of the enrolled students are academically exceptional and will receive more employability skills training in place of academic courses. Graduating seniors who have completed the preemployment competency phase are permitted to leave the summer program early, enabling them to obtain full-time employment when it is available.

The spring program for in school youth is available in 28 schools. The summer portion will be held in five schools. In 1984, 1,250 students completed the program, and in 1985 over 2,000 graduated. These students were primarily 16-17 year olds. In 1986, enrollment has dropped to 1500 and consists of mostly 14-15 years olds. The school board views these changes as a successful sign - that many of the past participants are capable of getting jobs on their own.

The business community's involvement is a key element. Business representatives suggest topics to cover in the work maturity curriculum. This year they have also provided guest speakers to address the students. The PIC hosted promotional breakfasts and advertised to encourage greater awareness and business participation. These efforts have resulted in greater recognition of the program's success and more jobs for the students.

Barnett Bank provides part-time job slots and in-house training to student-employees, expanding upon the work maturity competencies students study in school. Anheuser-Busch Inc. funds 40 job slots enabling other employers to offer job opportunities to the students who are too young to work at a brewery.

PROGRAM DESCRIPTION: (CONTINUED)	Although transportation is provided to work sites during the summer, it remains a problem for students in a large city such as Jacksonville which has limited public transportation.
HINTS FOR SUCCESS:	Develop a structured package for teaching and an instruction manual. Do not allow program dropouts to acquire employment through the program if completion is a requirement. Use the jobs as a reward for program completion.
PRODUCTS/PUBLICATIONS:	Work Maturity Competencies Workbooks are available
DESCRIPTORS:	Youth Competencies; Youth Programs; JTPA Funded Projects
CROSS REFERENCES:	P000849
COMPANY INVOLVEMENT:	Barnett Bank - Hiring Anheuser Busch - Hiring

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Bulletin

An Information Service of the NAB Clearinghouse

ACCESSION NUMBER: N000690; NAB Database MODELS File; June 1986

LOCATION: Newark, Ohio

DOCUMENT TYPE: BUL

TITLE: Rural Youth Training Project

CITATION: June 1986; 2p; National Alliance of Business, 1015 15th Street, N.W., Washington, D.C. 20005, 202-457-0040

PROGRAM INFORMATION: Rural Youth Training Project, Newark, OH

Dates of Operation: 1984/Present

Funding: JTPA Title IIA - $444,000

Cost: $2,234/entered employment

PROGRAM OPERATOR: Central Ohio Rural Consortium(CORC) - Service Delivery Area

CONTACT PERSON: Mossholder, Linda, Youth Program Director, 33 W. Main Street, Room 206, Newark, OH 43055, 614-345-9707

PROGRAM DESCRIPTION: Central Ohio Rural Consortium's (CORC) Youth Program places particular emphasis on targeting the individual needs of in-school youth. CORC functions as the central administrative unit for the 5-county SDA, and each of the counties has its own job training office. Individual counties plan youth programs to meet the needs of their areas, and all of the SDA's youth programs have incorporated preemployment and work maturity skills competencies.

Students undergo an individualized assessment process developed by the SDA to determine academic needs and employment skill levels. Those results determine the amount of remediation and training needed before a student is placed at a worksite.

The pre-employment and work maturity skill competencies are taught two hours a day for three weeks during the school year. After that portion of the program is complete, the students are assessed for their level of competency attainment. A decision is then made regarding the

PROGRAM DESCRIPTION: (CONTINUED)

length of each student's work experience. The work experience portion of the work maturity skill acquisition program occurs for 6 to 24 weeks, depending on the student's needs.

Another indicator of the individualized nature of the program is that it provides one trainer for every 35 participants. The trainer is responsible for following up with the youth and the worksite supervisor to acknowledge the acquisition of work maturity competencies. Progress of each youth is monitored through a 2½ hour meeting between the youth and trainer once every two weeks.

Over 700 students have been served in 1986, and 223 have entered employment. Other youth have continued academic pursuits and others have continued schooling to obtain vocational or technical skills.

HINTS FOR SUCCESS:

Establish good cooperation with the schools.

Keep as many of the services in house as possible to minimize the number of entities the students must work with.

PRODUCTS:

Description of youth program design is available.

DESCRIPTORS:

Youth Competencies; Youth Programs; JTPA Funded Projects

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Bulletin

An Information Service of the NAB Clearinghouse

ACCESSION NUMBER: N000691; NAB Database MODELS File; June 1986

LOCATION: Moline, Illinois; Rock Island, Illinois; Aledo, Illinois; Kewanee, Illinois

DOCUMENT TYPE: BUL

TITLE: Before Employment Skills Training

CITATION: June 1986; 3p; National Alliance of Business, 1015 15th Street, NW. Washington, D.C. 20005, 202-457-0040

PROGRAM INFORMATION: Before Employment Skills Training, Rock Island, IL

Dates of operation: 1985/Present

Funding: JTPA Title IIA - $851,388

Cost: $1,857/positive termination

PROGRAM OPERATOR: Rock Island Tri County Consortium - Service Delivery Area

CONTACT PERSON: Russman, Maxine, Prevocational Division Manager, Rock Island Tri County Consortium, 1504 Third Ave., 2nd Floor, Rock Island, IL, 61201, 309-793-5243

PROGRAM DESCRIPTION: In 1983, the SDA and the PIC surveyed private and public sector employers to determine what skills were necessary for a person to be employable. From those results, the PIC approved 24 competencies from which the SDA developed the curriculum, Before Employment Skills Training (BEST), designed to teach preemployment and work maturity competencies. The BEST program is operated in a computer-assisted laboratory environment and by subcontractors using more traditional teaching techniques.

By 1985, BEST established four computerized learning centers, using the Comprehensive Competency Program (CCP) developed by the Remediation and Training Institute. The CCP curriculum is structured around an open entry/open exit computer based learning system. Though highly structured, requiring the students

PROGRAM DESCRIPTION: CONTINUTED

to pass established tests before moving on to the next level, the program is also individualized, allowing students to move at their own pace.

The students BEST serves are largely 14-21 year olds and in high school. 14 percent are dropouts. During 1986, BEST has served 239 participants. An almost equal number are served by the original, non-computerized BEST system through subcontracts with high schools for special youth and with agencies such as Parents Too Soon and the Illinois Migrant Council.

BEST serves as many in-school, JTPA eligible youth as it can. Out of school youth are required to attend a one-week assessment program provided by area community colleges. The youth's reading, math and general aptitude levels are assessed. A work history is obtained, a career interest inventory is completed and trial interviews are conducted. At the end of the week, an assessment counselor meets with each youth and determines if the BEST training is appropriate.

The SDA's prevocational unit oversees the BEST operations, and provides participants who graduate from BEST the opportunity to go on to the SDA's Employer Service Unit for OJT and try-out employment, to the Vocational Unit for classroom training or to limited work experience.

HINTS FOR SUCCESS:

Work with the PIC to identify competencies essential to the business community.

Carefully examine the employment picture in the area in order to successfully serve your youth population.

PRODUCTS:

BEST curriculum

BEST Competency Checklist

DESCRIPTORS:

Youth Competencies; Youth Programs; JTPA Funded Projects

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Bulletin

An Information Service of the NAB Clearinghouse

ACCESSION NUMBER: N000692; NAB Database MODELS File; June 1986

LOCATION: Meriden, Connecticut

DOCUMENT TYPE: BUL

TITLE: Business and Office Skills Development Program and Youth Employment Program

CITATION: June 1986; 3p; National Alliance of Business, 1015 15th Street, N.W., Washington, D.C. 20005 202-457-0040

PROGRAM INFORMATION: The Business and Office Skills Development Program (BOSDP) and Youth Employment Program (YEP), Meriden, CT

Dates of Operation: 1982/Present for BOSDP; 1986-1987 for YEP

Funding: BOSDP - JTPA 8% State Department of Education - $30,000, Board of Education - $7700 ; YEP - JTPA Title IIA - $44,593, JTPA Title IIB- $84,000 -

Cost: $1,000/enrollee for BOSDP
$1,400/enrollee for YEP

Results: Entered Employment Rate 90%

PROGRAM OPERATOR: Meriden Public Schools - Local Government

CONTACT PERSON: Piccirillo, Martin, Grants Administrator, Meriden Public Schools, 22 Liberty Street, Meriden, CT, 06450, 203-634-0003

PROGRAM DESCRIPTION: The Meriden, public school system recognized the need for an in school youth employment and training program over five years ago when they applied for a grant to serve disadvantaged youth. Aetna was the first company the school system approached for participation. 25 job slots were provided the first year, and with the strong response of Aetna's Employee Benefits Division, the Business and Office Skills Development Program (BOSDP) took off. With the assistance of local employers, teachers have been able to integrate work maturity skill training throughout the program.

PROGRAM DESCRIPTION: (CONTINUED)

Since its inception, BOSDP has expanded from 25 students to presently serve over 30 students. While the emphasis has been on business office skills, non-clerical training is being developed for students who have other interests and/or skills. In the fall of 1986, BOSDP administrators anticipate that 20-25 students will be introduced to manufacturing, health care and food service jobs. For example, Burger King is interested in developing job slots for students who would consider a career in the food service industry.

The BOSDP program focuses on high school seniors, although a few juniors are included in the summer. Eligible students must complete a business office program as juniors and be enrolled in the business program curriculum as seniors. The participants attend classes in the morning and work in the afternoon. Salaries range from $4.35 to $4.90 per hour at Aetna and $4.50 per hour and up at another program site, Jefferson Federal Savings and Loan.

BOSDP utilizes a pre and post program testing center to identify and solve problems. A tutor/coordinator maintains close contact with students, employers, teachers, and parents. The importance of developing a student's confidence at the work site and confidence in his skills and attitude is stressed.

Though Wisconsin's Work Maturity Competencies System is currently used, the PIC has hired a contractor to develop a new system of competencies, which is scheduled to be implemented in September, 1986.

The Youth Employment Program also addresses work maturity compentencies and targets in school youth who are at risk of dropping out. The program is modeled after the Smokey House program in Vermont. It began as a summer youth program in Meriden and was so successful that it was implemented as a year round program in February 1986.

Six students form a crew to work under one teacher who provides work maturity competency training plus skills training in carpentry, landscaping and other fields. Projects are under-

PROGRAM DESCRIPTION: (CONTINUED)

taken at the schools and are designed to develop skills. There is a preference to serve seniors but juniors are also included. 21 students participate in the program during the school year with the number expected to grow to 48 in the summer.

Aetna Life and Casualty Company has offered part-time job slots to Meriden seniors for over four years, since the beginning of the BOSDP, and has hired for full time employment over 85% of the students who have completed the program.

The Jefferson Federal Savings and Loan Association has participated in the BOSDP Program for three years, offering part-time job slots to students in the program.

The Cigna Insurance Company has participated in BOSDP for one year, offering part-time job slots to students in the program, and full time employment to four graduates.

The programs are expanding rapidly. It is recognized that more supervisors are needed and more time should be allocated to allow students the opportunity to discuss their experiences, views and recommendations. Adequate transportation for the students to their jobs continues to be a concern.

HINTS FOR SUCCESS:

Develop a good relationship with the business community.

Develop direct applicability of classroom training to work in order to improve students' retention of material.

DESCRIPTORS:

Youth Competencies; Youth Programs; JTPA Funded Projects

CROSS REFERENCES:

N000657, P000824

COMPANY INVOLVEMENT:

AETNA - Hiring

Jefferson Federal Savings - Hiring

CIGNA - Hiring

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Bulletin

An Information Service of the NAB Clearinghouse

ACCESSION NUMBER: N000693; NAB Database MODELS File; June 1986

LOCATION: Montpelier, Vermont

DOCUMENT TYPE: BUL

TITLE: Exemplary Youth Employment Program

CITATION: June 1986; 4p; National Alliance of Business, 1015 15th Street, NW, Washington, D.C. 20005, 202-457-0400

PROGRAM INFORMATION: Exemplary Youth Employment Program, Montpelier, VT

Dates of operation: 1983/Present

Funding: JTPA Title IIA

Cost: Approximately $387 per in school youth; $490 for out of school youth

Results: Positive termination rate: in-school youth 59 percent; out of school youth 76 percent

PROGRAM OPERATOR: Vermont Department of Education - State Government

Vermont Job Service - State Government

Vermont Department of Personnel - State Government

CONTACT PERSON: Hall, Linda, Youth Competencies Analyst, State of Vt. Dept. of Employment and Training, P.O. Box 488, Montpelier, VT 05602, 802-229-0311

Comart, Peter, Planner, State of Vermont, Department of Employment and Training, P.O. Box 488, Montpelier, Vermont 05602, 802-229-0311

PROGRAM DESCRIPTION: The Vermont Department of Employment and Training and the Job Service recognized the need for preemployment/work maturity skill competencies for unemployed youth. With the help of the statewide private industry council, competencies were developed and two pilot projects began in 1984. By the following year, the

PROGRAM DESCRIPTION: (CONTINUED)

competencies were applied statewide. The PIC was instrumental in designing the preemployment and work maturity skills competencies as separate training units. These have served as a catalyst for competency skills training provided to vocational education students statewide as mandated by the State Department of Vocational Education. Although Vermont plans to keep their preemployment and work maturity competencies as two separate programs, they plan to adjust to the new reporting requirement effective 7/1/86.

Currently the Department of Employment and Training subcontracts with the Department of Education, Job Service and the Department of Personnel to operate the work maturity competencies program for youth. The agencies' programs are similar but each is designed to meet the needs of a particular group of participants.

The Department of Education addresses the needs of in-school youth, so its competency program is adapted to the semester system. Twenty-five schools teach work maturity skills competencies to 350 students. In the first unit preemployment skills competencies are taught in one class a week for a semester as part of the school curriculum. They are also offered in an after school program. The second unit provides training in work maturity during one class a week, and, at the same time, a subsidized job, (limited work experience) approximately 8 hours a week for 24 weeks at minimum wage. The third unit consists of life management skills.

The Job Service focuses on out of school youth, serving 470 participants at 12 sites in 1986. They recruit participants through advertisements, but they also receive lists of dropouts from schools for outreach projects. The participants enter the program through a preemployment skills workshop which lasts at least three days. Upon being assessed as suitably prepared, the participant moves on to entry employment experience, which, depending upon a participants' skills,may be limited work experience (including work maturity competencies). Participants may also be referred to OJT, classroom training or vocational education.

PROGRAM DESCRIPTION: (CONTINUED)

The Department of Personnel operates one site that provides clerical and correctional officer training in the public sector to 28 vocational rehabilitation participants.

In all three programs, the work maturity competencies are measured by the instructors and the employers, with the supervisor/counselors maintaining close contact with the participants and employers.

The key elements of the Vermont program are instruction, measurement, and documentation. The program is well defined, and the participants have a clear idea of what is expected. Instructors are encouraged to develop a sense of commitment and investment in the system, and businesses are kept actively involved by having them reassess the competencies every six months. The participants receive a certificate upon completion and with that certificate, the business community recognizes a job ready employee.

The program is currently focusing on the issue of illiteracy among some of the participants and on developing a marketing campaign to educate employers about the practical benefits of the competency system.

HINTS FOR SUCCESS:

Enlist employers to help develop competencies.

Develop clear competency statements.

Get technical assistance from other experienced SDAs.

Stress benefits of competency attainment to youth.

PRODUCTS:

Competency Manual entitled, "Pre Employment Skills Competency for Vermont"

Worksheets for competency skills.

DESCRIPTORS:

Youth Competencies; Youth Programs; JTPA Funded Projects

CROSS REFERENCES:

N000421, R002398

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Bulletin

An Information Service of the NAB Clearinghouse

ACCESSION NUMBER: N000694; NAB Database MODELS File; June 1986

LOCATION: Seattle, Washington

DOCUMENT TYPE: BUL

TITLE: Youth Enterprise Project

CITATION: June 1986; 3p; National Alliance of Business, 1015 15th Street, NW, Washington, D.C. 20005, 202-457-0400

PROGRAM INFORMATION: Youth Enterprise Project, Seattle, WA

Dates of operation: 1983/Present

Funding: JTPA Title IIA - $35,000; YMCA - $18,000; Merchandise Sales - $18,000

Cost: $2,000 / participant

Results: 75% Positive Termination Rate

PROGRAM OPERATOR: Metrocenter YMCA - Community Based Organization

CONTACT PERSON: Gooding, Paula, Director, Youth Enterprise Project, Metrocenter YMCA, 909 Fourth Avenue, Seattle, WA 98104, 206-382-5013

PROGRAM DESCRIPTION: Funded in 1983 as a pilot project by the Department of Employment Security, the Youth Enterprise Project (YEP), provides youth with work maturity skills training and the opportunity to understand business principles first hand by operating their own businesses. Not only does this experience demystify the business world, it also builds the students' self esteem and makes them better employees.

During the pilot phase of the project, participants were each given up to $75 in start up capital to initiate individual enterprises, such as a pet care service, car wash business, lawn care or chore services for the elderly. Presently, 20 percent of the participants continue to operate under these conditions These participants are mainly male and under 18, and half are in school.

PROGRAM DESCRIPTION: (CONTINUED)

Economics and the individual needs of the youth enrolled in the project have shifted the focus of YEP from individually owned enterprises to group participation in a single business. Thus, 80 percent of YEP's current participants are female single parents, age 16-21, who are trained in groups of three in the operation of a fruit drink vending cart in the YMCA for 4 to 5 hour shifts a day. The rest of the day is left open to enable particpant to schedule personal business matters. Single parent support groups are offered, and with JTPA and city funds, subsidzed day care is provided through licensed day care centers near participants' homes.

Youth are recruited by word of mouth and through contacts with schools, and are pretested and evaluated to determine if the program is appropriate for their individual needs. Those individuals who are not in school or who are not high school graduates are required to enroll in GED classes. During the 12 week YEP program, students operate their businesses and attend classroom training 1 day a week for 2 hours. The classroom training includes marketing, advertising, customer relations, bookkeeping, and operation of a cash register, as well as work maturity competencies. Assignments are given, such as developing a promotional scheme to be carried out on the job. Those particpants who have the maturity and experience, and who are interested in post secondary education, are eligible for manager training. In addition, the YMCA has scholarship money available.

During the 10th week, there is a preemployment workshop for 2 days, 4 hours a day. At the workshop a career development plan is identified, with both short and long term goals. Speakers are brought in from the business community and students arrange informational interviews with employers to gain a better understanding of what educational needs and experiences are required for particular jobs. The students develop a job search plan and work on their resumes and interviewing techniques.

PROGRAM DESCRIPTION: (CONTINUED)

There is a job placement center at the YMCA and the students work with individual job counselors to implement their job plans. The business community and Rotary Club are very supportive of the program, and they recognize that self employment demonstrates initiative.

After 12 - 14 weeks, most of the participants have been placed in jobs. They continue to meet with counselors, and post program testing is administered to evalute the participants' accomplishments and improvements.

Day care and housing are immediate problems that the students must solve. Since many students are struggling to get off AFDC, YEP provides personal money management training. YEP also hopes to free itself from federal funding, with help from merchandise sales. However, this program approach is expensive and profits from the enterprises are not realized until after 4-6 weeks of work.

The program plans on building a store front and expanding the operation to include vending carts throughout the city. The expansion would enable the program to serve many more than the current 25 particpants a year.

HINTS FOR SUCCESS:

Ensure that staff have a clear understanding of and a strong background in business.

Help students choose businesses that have high pulic visibility; the positive feedback enhances their success.

Stress education and improvement of self esteem.

PRODUCTS:

Youth Enterprise Manual

DESCRIPTORS:

Youth Competencies; Youth Programs; JTPA Funded Projects

CROSS REFERENCES:

N000421, R002398

National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Bulletin

An Information Service of the NAB Clearinghouse

ACCESSION NUMBER: N000447; NAB Database MODELS File; Updated June 1986

LOCATION: Richmond, Virginia

DOCUMENT TYPE: BUL

TITLE: New Horizons

CITATION: June 1986; 2p; National Alliance of Business, 1015 15th Street, NW, Washington, D.C. 20005 202-457-0400

PROGRAM INFORMATION: New Horizons, Richmond, VA

Dates of operation: 1980/Present

Funding: JTPA Title IIA - $120,420

Results: Positive Termination Rate 90%

PROGRAM OPERATOR: Metropolitan Richmond PIC - Private Industry Council

Richmond Public School System - Local Government

CONTACT PERSON: McKee, Jona, Project Coordinator, Metropolitan Richmond PIC, P.O. Box 12324, Richmond, VA 23241, 804-643-0864

PROGRAM DESCRIPTION: The New Horizons Program began in 1980 in Richmond, Virginia and now operates in 20 cities. Collectively known as the Partnership Project, the program serves high school juniors and seniors year round. Work maturity competencies has been emphasized in the program and the program design ensures that students will have the skills they need to seek and obtain full time employment.

Up to 1985, all enrollees were economically disadvantaged and exhibited a good record of school attendance and scholastic ability. This year the school board and the PIC expanded enrollment to include youth with other barriers to employment, and this group comprises 10% of the total enrollment.

PROGRAM DESCRIPTION: (CONTINUED)

An orientation session is conducted before the actual program begins. The youth and their parents are acquainted with the program's objectives and requirements and the topic of work readiness is discussed. Often, this is the youth's first exposure to world of work concepts.

The program is designed in two phases, one operates during the summer, and the other component operates during the school year.

The students begin the program in the summer. During this first phase, pre-employment and work maturity skill competencies are taught four hours a day, four days a week.

Students are placed at a job site for four hours each afternoon where their competencies can be assessed and evaluated. Employers rate the students once every nine weeks in areas such as personal traits and behavior, productivity and quality of work. Every nine weeks the education coordinator also evaluates the student's academic progress and attendance.

During the school year, developmental instruction in the areas of personal budgeting, consumer awareness, problem solving, personal values and computer literacy is conducted.

The program is trying to address the problem of illiteracy in high schools. Coordinators are finding that pre-employment and work maturity competency training is useless if academic skills are not also stressed.

HINTS FOR SUCCESS:

The entire community must recognize the importance of basic skills acquisition.

Stress the interaction of the business community with educators in the program development stages.

PRODUCTS/PUBLICATIONS:

New Horizons - A Working Relationship Brochure

Curriculum Outline

DESCRIPTORS:

Youth Competencies; Youth Programs; JTPA Funded Projects

CROSS REFERENCES:

R001531

SELECTED BIBLIOGRAPHY

Bishop, John. Preparing Youth for Employment. Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1985.

Brandeis University, Center for Employment and Income Studies. Introduction to Competency Based Employment and Training Programming for Youth Under the Job Training Partnership Act. Waltham, MA: Brandeis University, Center for Employment and Income Studies, Florence Heller Graduate School, 1983.

Colorado Department of Education. Pilot Programs of the Employability Skills Project. Denver, CO: Colorado Department of Education, 1984.

Cooney, Joe. Linking Math, Reading and Writing Skills to Jobs: A Model for CETA and Public Education. Redwood, CA: San Mateo County Office of Education, 1982.

Education Commission of the States, Task Force on Education for Economic Growth. Action for Excellence, A Comprehensive Program to Improve Our Nation's Schools. Denver, CO: Education Commission of the States,1983.

Hahn, Andrew B. and Lerman, Robert. What Works in Youth Employment Policy? Washington, DC: National Planning Association, 1985.

Kansas Task Force on Youth Competency. JTPA Youth Employment Competency System: A Model. Topeka, Kansas: Department of Human Resources, 1985.

Louisville and Jefferson County Private Industry Council. Louisville and Jefferson County Private Industry Council Youth Competencies Programs: Draft. Louisville, KY: Louisville and Jefferson County Private Industry Council, 1984.

Markowicz, Arlene, ed. Strategies for Youth at Risk. Washington, DC: National Alliance of Business, NAB Clearinghouse Quarterly, vol. 1, no. 3; Fall 1984.

National Alliance of Business; Brandeis University; National Association of Private Industry Councils; National Governors' Association. Youth Forums: A Collaboration for Effective JTPA Youth Strategies. Washington, DC: National Alliance of Business, 1985.

National Association of Private Industry Councils. Youth Programs and the Job Training Partnership Act. Developing Competency Standards: A Guide for Private Industry Council Members. Washington, DC: National Association of Private Industry Councils, 1984.

National Center for Research in Vocational Education. Testing in Employment and Training Programs: An Action Planning Guidebook. Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1983.

National Governors' Association. Issues in Establishing a System for Developing and Documenting the Acquisition of Youth Competencies. Washington, DC: National Governors' Association, 1984.

Pittsburgh-Allegheny County Private Industry Council. Pittsburgh-Allegheny County Private Industry Council Recognized Youth Employment Competencies. Pittsburgh,PA: Pittsburgh-Allegheny County Private Industry Council, 1984.

Quinn, Lois; Pawasarat, John. Technical Assistance Guide for Implementing Youth Employment Competency Programs Under JTPA. Milwaukee, WI: Employment and Training Institute, University of Wisconsin, Division of Urban Outreach, 1984.

Relyea, Dee. BEST Book. Denver,CO: Colorado Alliance of Business, 1984.

Sklar, Morton H. Making Effective Youth Programming Choices Under JTPA. Washington, DC: National Association of Counties, 1986.

Spill, Rick. Youth Competencies: The Next Steps. Fort Lauderdale, FL: Florida Employment and Training Association/Professional Training Institute, 1984.

State of Virginia, Governor's Employment and Training Department. Employment and Training: Opportunity and Challenge; How Youth are Prepared for Work in Virginia. Richmond, VA: Governor's Employment and Training Department, 1985.

State of Vermont, Department of Employment and Training. Skills Competencies for Vermont. Montpelier, VT: Department of Employment and Training, 1984.

Taggart, Robert; National Council on Employment Policy. Investing in America's Future. Washington, DC: National Council on Employment Policy, 1984.

Tindall, Lloyd W., Dougherty, Barbara. JTPA Youth Competencies and Handicapped Youth. Madison, WI: Vocational Studies Center, School of Education, University of Wisconsin, Madison, 1984.

U. S. Department of Labor, Employment and Training Administration. Systems Approach to Youth Employment Competencies. Washington, DC: 1986.

Vocational Industrial Clubs of America. Views On A Common Ground: 5 Recommendations from Business to Vocational Education. Leesburg, VA: Vocational Industrial Clubs of America, 1984.

YOUTH EMPLOYMENT COMPETENCY RESOURCE LIST

The individuals below have volunteered to talk to others about competencies. If you would like to become part of this national information exchange, please call the NAB CLEARINGHOUSE, 202-289-2910.

Dick Best
Executive Director
West Central Wisconsin Private Industry Council
2105 Stout Road
Menomonie, Wisconsin 54751
715-232-1412

Joyce Hawthorne
JTPA Program Planner
Division of Employment and Training Policy
P.O. Box 7972
Madison, Wisconsin 53707
608-267-7210

Shirley Jacobs
Job Training Partnership Program
Ohio Bureau of Employment Services
145 South Front Street
Columbus, Ohio 43215
614-466-3817

Kay Tracy
Minnesota Department of Jobs and Training
State Job Training Office
690 American Center Building
150 East Kellogg Boulevard
St. Paul, Minnesota 55101
612-296-6064

Greg Baydus
Assistant Director
New York State Division for Youth
84 Holland Avenue
Albany, New York 12208
518-473-4401

Allan Tomey
St. Louis University
Center for Urban Programs
221 North Grand Boulevard
St. Louis, Missouri 63103
314-658-3934

Joe Cooney
Regional Representative
National Alliance of Business
690 Market Street
San Francisco,California 94104
415-391-4061

Tim Sawers
Technical Advisory Committee
ISJTCC,Department of Commerce and Community Affairs
620 East Adams Street, Sixth Floor
Springfield, Illinois 62701
217-785-6020

Ed McGee
Division of Youth Employment and
Training Programs
348 West First Street
Dayton, Ohio 45402
513-268-0207

Louise Bertsche
Regional Manager
National Alliance of Business
Eleven East Adams Street
Suite 1008
Chicago, Illinois 60603
312-341-9766

DEPARTMENT OF LABOR REGULATIONS

DEPARTMENT OF LABOR

Employment and Training Administration

Job Training Partnership Act: Annual Status Report for Titles II-A and III Programs

AGENCY: Employment and Training Administration, Labor.

ACTION: Notice of revised annual status report for Titles II-A and III.

SUMMARY: The Department of Labor is issuing revised annual reporting requirements for programs under Titles II-A and III of the Job Training Partnership Act (JTPA). Revisions include the collection of new data necessary to establish proposed performance standards measures for Program Year 1988. Revisions also include new data items to identify the more difficult-to-serve groups within the eligible population so that standards may be set which take account of such individuals.

EFFECTIVE DATE: July 1, 1986.

FOR FURTHER INFORMATION CONTACT: Mr. Herman Williams, Telephone (202) 535-0687.

SUPPLEMENTARY INFORMATION: On January 14, 1986, proposed revisions to the JTPA Annual Status Report (JASR) for Titles II-A and III programs were published in the **Federal Register**, Volume 51, pages 1576-86. Interested parties were invited to submit written comments through February 3, 1986. At the same time, the proposed revisions were forwarded to the Office of Management and Budget (OMB) for review pursuant to the Paperwork Reduction Act. The purpose of this notice is to advise the system of the nature of the comments received and the final action taken pursuant to the OMB review.

A. Authority and Purpose of the JTPA Annual Reporting Requirements

Reporting instructions are necessary to comply with the JTPA statutory provisions regarding the Secretary's responsibilities and authority for setting performance standards and for recordkeeping and reporting as indicated below:

- Section 106—Performance Standards. This section directs the Secretary to prescribe standards for adult and youth programs under Title II and dislocated worker programs under Title III. To set performance standards, the Secretary must have data on performance.
- Section 165—Reports, Recordkeeping, and Investigations. This section requires federal grant recipients to maintain records and report information regarding program performance as specified by the Secretary.
- Section 169—Administrative Provisions. The Secretary is directed at (d)(1) to submit an annual report to the Congress summarizing the achievements of the program. Such a report will include data on program performance.

These proposed revisions are intended to extend and update the reporting system for the first time in three years. The justification for having reporting at the service delivery area (SDA) level has not changed since the initial establishment of the reporting requirements, namely:

- Data on program performance, participant characteristics and local economic conditions must be available at the SDA level to set standards.
- Federal reporting is the most cost effective method for collecting program performance and participant characteristics. In addition, such a system ensures the consistency of the data across SDAs.
- Without SDA-level data, objective and defensible local standards cannot be set, because the effects on performance of varying local conditions cannot be systematically predicted.

B. Reasons for the Revisions

These revisions are being made for several reasons:

- The Department anticipates adding new standards for Program Year (PY) 88 measuring post-program outcomes. Data collection must begin in PY 86 for the Secretary and the Governors to have adequate information for setting these standards in PY 88.
- Whether JTPA programs are serving the more difficult to serve has been of increasing concern. Identifying better those difficult-to-serve within the eligible JTPA population and adjusting the standards when SDAs disaproportionately serve these target groups will address this concern.
- Attaining PIC-recognized youth employment competencies included in the definition of the youth positive termination standard, yet absent from the current reporting system. This outcome is specifically cited in the statute at Section 106 as one of the factors which the Secretary shall designate for the evaluation of youth programs. Including it in the reporting system will allow SDAs to receive credit for a statutorily mandated outcome and will eliminate confusion in the current system.

C. Discussion of Comments

There were 81 comments received within the comment period. Additional comments received after the deadline were reviewed and considered to the extent possible. The position of the department following review with OMB is indicated below and reflected in the reporting instructions as appropriate:

Participation and Termination Summary

This section contains the overall summary of participants and terminations. Commenters indicated that it was unnecessary to report on the percent of economically disadvantaged participants because by law at least 90% of the participants have to be so designated. Because this information is intended to monitor compliance with the eligibility criteria and is not related to the development of performance standards, it more appropriately should be obtained from the compliance review process. For this reason it has been deleted.

Terminee Characteristics

The Department received considerable comment on the omission of two characteristics elements. Over forty commenters noted the omission of the 55 and above age category. Because the JASR is considered to be the principal reporting source for JTPA, the omission of this age group erroneously implies a lack of concern for this age cohort. We agree and have added this age break to the report.

Many commenters noted the omission of displaced homemaker. While the Department is concerned with this target group that is specifically cited in the Act, there was no empirical evidence that the collection of this data would provide a statistically adequate basis for adjusting performance standards. Further, the Department has national performance data on displaced homemaker participation through JTLS.

Long-term welfare recipients were added to the reporting system to enable standards to be adjusted to account for the more difficult-to-serve chronic welfare recipients. This item is deleted because commenters indicated that it would be particularly difficult to obtain accurate and consistent data on welfare duration due to difference in local welfare regulations.

Follow-Up Information

The general comment was overwhelmingly favorable toward the initiation of postprogram data collection. Specific comments focused on two areas. Many expressed concern over the additional costs involved with the new data collection requirements.

The Department was very much aware of this aspect of initiating postprogram data collection. The experience of States which are already collecting postprogram data indicates an average cost of $15 per follow-up. Many commenters felt that this was low, but not appreciably lower than their expected cost. Some commenters recommended that the Department provide additional funds to assist in the startup costs, or allow a broad interpretation of the use of six percent funds for this purpose. The Department still maintains that six percent funds are not allowable for follow-up data collection and States and SDAs will need to tap other sources for postprogram data collection. States can clearly use five percent funds and SDAs can use fifteen percent funds to support this cost. The Department considers the typical cost of $4–8,000 per SDA as significant but by no means insurmountable. It is the Department's judgement that the program improvement accruing from the initiation of postprogram measures is well worth the investment.

Many commenters noted that the data collection guidelines were overly prescriptive. The Department carefully reviewed all such comments and considered revisions which would not compromise the validity and quality of the data. Some commenters noted that the phone contact requirement was impractical. The Department will allow other participant contact procedures if phone contact is not possible or successful. The Department will not require up to six contact attempts, but will encourage that number in order to reach the prescribed response rate. The data collection period is expanded from two to four weeks. Many commenters were apprehensive about the 70% response rate provision. The Department believes the validity of the data would be seriously compromised if the response rate were reduced. The Department is mindful of these concerns, however, and is requiring that SDAs report the response rate and sample size for adults, adult welfare recipients and dislocated workers. This will enable the Department to fully track the progress of the system in attaining the required response rate in PY 88. A technical assistance guide will be distributed to supplement these instructions in an effort to minimize data collection problems prior to the time the data is required for measuring performance against standards in PY 88. Finally, there was some misunderstanding about the exact date when followup data collection was to begin. For PY 86 only, postprogram data collection must start anytime between July 1, 1986 and October 5, 1986.

Youth Competency Attainment

Nearly all commenters supported the concept of youth competency attainment and its inclusion in the JASR. However, many commenters raised questions regarding the use, burden, and consistency of the detailed data included in Part IV. The Department's purpose in adding Part IV was to try to provide the basis for a new youth measure (youth competency attainment) and to try to capture data that would provide information on achievement of basic skills. In order to set such standards, the Department believed it needed to collect separate data on how successful SDAs are at responding to deficiencies in pre-employment/work maturity, basic educational, and job specific skills.

Commenters indicated concern with the amount of detail required in the new reporting provision and the fact that it would require service deliverers to assess the deficiencies of youth. In addition, most of those objecting to Part IV of the proposed JASR believed that Item I.B.2.a was sufficient, that the prescription of youth competency breaks was an intrusion on the PIC's authority and that this addition had not been reviewed with the Performance Standards Advisory Committee. Given these concerns, Part IV is withdrawn.

Other Comments

Commenters asked that we clarify instructions on concurrent enrollment in more than one reportable title or program. We have done so by indicating that persons who are receiving concurrent employment, training and/or services in more than one title or program are to be considered participants in both titles and reported accordingly. If participants are no longer receiving employment, training and/or services from the title or program of initial participation, such participants should not be considered concurrently enrolled and should be reported as participants only in the title or program into which they have transferred. This does not apply to those youth, however, who are enrolled in the Title II-B Summer Program. SDAs should not terminate those youth intending to return to Title II-A programs even when they are not receiving any Title II-A services during the time the youth are enrolled in summer programs.

We have also defined "inactive status" as that single 90-day period prior

to actual termination from a program during which an individual does not receive any employment and/or training. Time in inactive status is not to be included in the calculation of the average weeks participated.

Paperwork Reduction Act of 1980

The appendix to this notice has been reviewed in accordance with the Paperwork Reduction Act by the Office of Management and Budget and approved for the period through June 30, 1988 (OMB No. 1205–0211).

Signed at Washington, DC, this 12th day of June, 1986.

Roger D. Semerad,

Assistant Secretary of Labor.

Appendix—JTPA Annual Status Report (JASR)

1. *Purpose.* The JTPA Annual Status Report (JASR) displays cumulative data on participation, termination, performance measures and the socio-economic characteristics of all terminees on an annual basis. The information will be used to determine levels of program service and performance measures. Selected information will be aggregated to provide quantitative program accomplishments on a local, State, and national basis.

2. *General Instructions.* The Governor will submit: (1) A combined Statewide JASR for Title III Formula and National Reserve (Column D only) and (2) for Title II–A (Columns A–C) a separate JASR for *each* designated Service Delivery Area (SDA). (A Statewide summary of these SDA data need not be submitted.) Grantees may determine whether the reports are submitted on JASR forms or as a computer printout, with data, including signature and title, date signed and telephone number, arrayed as indicated on the JASR form. If revisions are made to the JASR data after the reporting deadline, revised copies of the JASR should be submitted to DOL as soon as possible according to the required reporting procedures.

Note.—For JASR reporting purposes, Title II–A shall refer to programs operated with funds authorized under section 202(a) of the Act or otherwise distributed by the Governor under section 202(b)(3) (six percent) of the Act—incentive grants for service to the hard-to-serve and programs exceeding performance standards. Do not include data on (six percent) funds authorized under section 202(b)(3) for technical assistance. Participants and expenditures under Title I, Sections 123 (8%) and 124 (3%), and expenditures under Title II, section 202(b)(4) (five percent) and any participants, if applicable, are likewise excluded from the JASR.

Note.—Participant and expenditure information under Title II–B, Summer Youth Employment and Training Program (SYETP), is also excluded from the JASR.

SDAs should not terminate from Title II–A *youths* who participate in the Title II–B Summer Program unless they are not expected to return to Title II–A for further employment, training and services.

If the youths receive concurrent employment, training and/or services under both Title II–A and II–B, they are to be considered participants in both titles for purposes of recording actual number of weeks participated, dollars expended, and other pertinent data.

If, however, these youths do not receive Title II–A employment, training and/or services while participating in Title II–B, this period is *not* to be included in the calculation of actual number of weeks participated in Title II–A at line 27, Column C.

The reporting period begins on the starting date of each JTPA program year, as stated in Section 161 of the Act. (For PY 86 only, the postprogram reporting period will start on October 5, 1986.) Reports are due in the national and regional offices no later than 45 days after the end of each program year. Two copies of the JASR are to be provided to: Employment and Training Administration, U.S. Department of Labor, ATTN: TSVR—Rm. S–5308, 200 Constitution Avenue, NW., Washington DC, 20210.

At the same time an additional copy of the JASR is to be provided to the appropriate Regional Administrator for Employment and Training in the DOL regional office that includes the State in which the JTPA recipient is located.

3. *Facsimile of Form.* See the following page.

BILLING CODE 4510-30-M

U.S. DEPARTMENT OF LABOR Employment and Training Administration JTPA ANNUAL STATUS REPORT	a. STATE/SDA NAME AND ADDRESS	b. REPORT PERIOD FROM	TO

	I. PARTICIPATION AND TERMINATION SUMMARY	Total Adults	Adults (Welfare)	Youth	Dislocated Workers
		(A)	(B)	(C)	(D)
	A. TOTAL PARTICIPANTS				
	B. TOTAL TERMINATIONS				
	1. Entered Unsubsidized Employment				
	2. Youth Employability Enhancement Terminations				
	a. Attained PIC-Recognized Youth Employment Competencies				
	b. Entered Non-Title II Training				
	c. Returned to Full-Time School				
	d. Completed Major Level of Education				
	3. All Other Terminations				
Line No.	II. TERMINEES PERFORMANCE MEASURES INFORMATION				
1	Sex — Male				
2	Sex — Female				
3	Age — 14 - 15				
4	Age — 16 - 17				
5	Age — 18 - 21				
6	Age — 22 - 29				
7	Age — 30 - 54				
8	Age — 55 and over				
9	Education Status — School Dropout				
10	Education Status — Student				
11	Education Status — High School Graduate or Equivalent (No Post-High School)				
12	Education Status — Post-High School Attendee				
13	Family Status — Single Head of Household With Dependent(s) Under Age 18				

c. SIGNATURE AND TITLE	d. DATE SIGNED	e. TELE. NO.

ETA 8580 (June, 1986)

a. STATE/SDA NAME AND ADDRESS	REPORT PERIOD FROM	TO

Line No.		II. TERMINEES PERFORMANCE MEASURES INFORMATION - CONTINUED	Total Adults (A)	Adults (Welfare) (B)	Youth (C)	Dislocated Workers (D)
14	Race/Ethnic Group	White (Not Hispanic)				
15		Black (Not Hispanic)				
16		Hispanic				
17		American Indian or Alaskan Native				
18		Asian or Pacific Islander				
19	Other Barriers to Employment	Limited English Language Proficiency				
20		Handicapped				
21		Offender				
22	U.C. Claimant	Unemployment Compensation Claimant				
23	Labor Force Status	Unemployed 15 or More Weeks of Prior 26 Weeks				
24		Not in Labor Force				
25	Welfare Grant Info.	Welfare Grant Type: AFDC				
26		GA/RCA				
27		Average Weeks Participated				
28		Average Hourly Wage at Termination				
29		Total Program Costs (Federal Funds)				
		III. FOLLOW-UP INFORMATION				
30		Employment Rate (At Follow-up)				
31		Average Weekly Earnings of Employed (At Follow-up)				
32		Average Number of Weeks Worked in Follow-up Period				
33		Sample Size				
34		Response Rate				

REMARKS:

BILLING CODE 4510-30-C

4. *Instructions for Completing the JTPA Annual Status Report (JASR).*

a. State/SDA Name, Number and Address.

Enter the name and address of the State agency that will administer the grant recipient's program (Title III report). Enter the name, ETA assigned SDA number and address of the designated SDA subrecipient, as appropriate (Title II–A report).

b. Report Period.

Enter in "From" the beginning date of the designated JTPA program year and enter in "To" the ending date of that program year.

c. Signature and Title (at botton of the page).

The authorized official signs here and enters his/her title.

d. Date Signed.

Enter the date the report was signed by the authorized official.

e. Telepone Number.

Enter the area code and telephone number of the authorized official.

5. *General Information.* For purposes of the JASR, the adult and adult welfare columns will include terminees age 22 years and older. Thus, the column breakouts are based strictly on age rather than on program strategy. The youth column will include terminees who were age 14–21 at the time of eligibility determination. The dislocated workers column may include adults and youth, as applicable.

Unless otherwide indicated, data reported on characteristics of terminees should be based on information collected at the time of eligibility determination.

Characteristics information obtained on an individual at the time of eligibility determination for the recipient's JTPA program should *not* be updated when the individual terminates from the JTPA program.

Column Headings

Column A Total Adults

This column will contain an entry for each appropriate item for *all* adult participants in Title II–A only.

Column B Adults (Welfare)

This column will contain an entry for each appropriate item for adult participants in Title II–A who were welfare recipients or whose family received cash payments under AFDC (SSA Title IV), General Assistance (State or local government), or the Refugee Assistance Act of 1980 (Pub. L. 96–212) at the time of JTPA eligibility determination. For performance standards purposes, *exclude* those individuals who receive only SSI (SSA Title XVI) from entries in Column B.

Note.—Column B is a sub-breakout of Column A; therefore, Column B should be less than or equal to Column A for each line entry.

Column C Youth

This column will contain an entry for each appropriate item for All participants, aged 14–21, in Title II–A only.

Column D Dislocated Workers

This column will contain an entry for each appropriate item for *all* participants in Title III who were determined to be eligible dislocated workers.

Note.—Column A, B, and C apply to Title II–A. Column D applies to Title III only. All information regarding a given participant must be entered in the same column, e.g., Column C for a youth in Title II–A.

The sum of the entries (all SDAs in a State) in Columns A and C, Item I.A. of the JASR should equal the entry in Column A, Item III.A.1. of the JSSR, for the same recipient, that includes the final quarter of the same program year. The entry in Column D, Item I.A. of the Statewide JASR for Title III should be the sum of the entries in Columns B and C, Item III.A. of the JSSR, for the same recipient, that includes the final quarter of the same program year for the same grant.

Section I—Participation and Termination Summary

Section I displays the program's accomplishments in terms of the total cumulative number of participants in the program and the number and types of terminations from the program, as of the end of the reporting period.

Entries for Items I.A and I.B are cumulative from the beginning of the program year through the end of the reporting period.

Item I.A. Total Participants

Enter by column the total number of participants who are or were receiving employment, training or services (except post-termination services) funded under that program title through the end of the reporting period, including both those on board at the beginning of the designated program year and those who have entered during the program year. If individuals receive concurrent employment, training and/or services under more than one title, they are to be considered participants in both titles for purposes of recording actual number of weeks participated, dollars expended, and other pertinent data.

"Participant" means any individual who has: (1) Been determined eligible for participation upon intake; and (2) started receiving employment, training, or services (except post-termination services) funded under the Act, following intake. Individuals who receive *only* outreach and/or intake and assessment services or postprogram follow-up are excluded.

Participants who have transferred from one title to another, or between programs of the same title, should be recorded as terminations from the title or program of initial participation and included as participants in the title or program into which they have transferred.

Item I.B. Total Terminations

Enter by column the total number of participants terminated after receiving employment, training, or services (except post-termination services) funded under that program title, for any reason, from the beginning of the program year through the end of the reporting period. This item is the sum of Items I.B.1 through I.B.3.

"Termination" means the separation of a participant from a given title of the Act who is no longer receiving employment, training, or services (except post-termination services) funded under that title.

Note.—Individuals may continue to be considered as participants for a single period of 90 days after last receipt of employment and/or training funded under a given title. During the 90-day period, individuals may or may not have received services. For purposes of calculating average weeks participated, this period between "last receipt of employment and/or training funded under a given title" and actual date of termination is defined as "inactive status" and is not to be included in Line 27.

Item I.B.1. Entered Unsubsidized Employment

Enter by column the total number of participants who, at termination, entered full- or part-time unsubsidized employment through the end of the reporting period. Unsubsidized employment means employment not financed from funds provided under the Act and includes, for JTPA reporting purposes, entry into the Armed Forces, entry into employment in a registered apprenticeship program, and terminees who became self-employed.

Item I.B.2. Youth Employability Enhancement Terminations

Enter the total number of youth who were terminated under one of the Youth Employability Enhancements through the end of the report period. "Youth Employability Enhancement" means an outcome for youth, other than entered unsubsidized employment, which is recognized as enhancing long-term employability and contributing to the potential for a long-term increase in earnings and employment. Outcomes which meet this requirement shall be restricted to the following: (1) Attained PIC-Recognized Youth Employment Competencies; (2) Entered Non-Title II Training; (3) Returned to Full-Time School; (4) Completed Major Level of Education; or (5) Completed Program Objectives (14–15 year olds).

Note.—For reporting purposes, a youth shall *not* be counted in this item, if s/he entered unsubsidized employment, and shall be counted in only *one* of these categories, even though more than one may have been achieved.

Item I.B.2.a. Attained PIC-Recognized Youth Employment Competencies

Enter the total number of youth who, at termination, have demonstrated proficiency as defined by the PIC in one or more of the following three skill areas in which the terminee was deficient at enrollment: pre-employment/work maturity, basic education, or job-specific skills. Competency gains must be achieved through program participation and be tracked through sufficiently developed systems that must include: quantifiable learning objectives, related curricula/training modules, pre- and post-assessment, employability planning, documentation, and certification. This item is a sub-breakout of Item I.B.2.

Item I.B.2.b. Entered Non-Title II Training

Enter the total number of youth who, at termination, entered an employment/training program not funded under Title II of the JTPA. This item is a sub-breakout of Item I.B.2.

Item I.B.2.c. Returned to Full-Time School

Enter the total number of youth who, at termination, returned to full-time school if, at

the time of entry, the participant was *not* attending school and had *not* obtained a high school diploma or equivalent. This item is a sub-breakout of Item I.B.2.

Item I.B.2.d. Completed Major Level of Education

Enter the total number of youth who, at termination, had completed, during enrollment, a level of educational achievement which had not been reached at entry. Levels of educational attainment are elementary, secondary, and postsecondary. This item is a sub-breakout of Item I.B.2.

Note.—The sum of Column C, Items I.B.2.a. through I.B.2.d should be equal to or less than Item I.B.2., Youth Employability Enhancement Terminations, in that column. *Line I.B.2. includes the number of 14–15 year olds who completed program objectives even though there is no separate line for this number on this form.*

Item I.B.3. All Other Terminations

Enter by column the total number of participants who were terminated for reasons other than those in Items I.B.1. and I.B.2., successful or otherwise, through the end of the reporting period. *Include intertitle transfers here.*

Section II—Terminee Performance Measures Information

Section II displays performance measures/parameters information. As indicated previously, data reported on characteristics of terminees should be based on information collected at time of eligibility determination unless otherwise indicated.

Governors may develop any participant record which meets the requirements of § 629.35 (c) and (d) of the JTPA regulations. The DOL/ETA *Technical Assistance Guide: The JTPA Participant Record*, dated May 1983, may be used as a reference.

Line Item Definition and Instructions

Sex

Line 1 Male
Line 2 Female

Distribute the terminees by column according to Sex. The sum of Lines 1 and 2 in each column should equal Item I.B. in that column.

Age

Line 3 14–15
Line 4 16–17
Line 5 18–21
Line 6 22–29
Line 7 30–54
Line 8 55 and over

Distribute the terminees by column according to Age. The sum of Lines 31 through 8 in each column should equal Item I.B. in that column.

Education Status

Line 9 School Dropout
Line 10 Student
Line 11 High School Graduate or Equivalent (No Post-High School)
Line 12 Post-High School Attendee

Distribute the terminees by column according to Education Status. The sum of Line 5 through 12 in each column should equal Item I.B. in that column.

Family Status

Line 13 Single Head of Household with Dependent(s) Under Age 18.

Enter the total number of terminees by column for whom the above Family Status classification applies.

Race/Ethnic Group

Line 14 White (Not Hispanic)
Line 15 Black (Not Hispanic)
Line 16 Hispanic
Line 17 American Indian or Alaskan Native
Line 18 Asian or Pacific Islander

Distribute the terminees by column according to Race/Ethnic Groups listed above. For purposes of this report, Hawaiian Natives are to be recorded as "Asian or Pacific Islander". The sum of Lines 14 through 18 in each column should equal Item I.B. in that column.

Other Barriers to Employment

Line 19 Limited English Language Proficiency
Line 20 Handicapped
Line 21 Offender

Enter the total number of terminees by column for whom each of the above Other Barriers to Employment apply.

U.S. Status

Line 22 Unemployment Compensation Claimant

Enter the total number of terminees by column for whom the above Unemployment Compensation Status classification applies.

Labor Force Status

Line 23 Unemployed: 15 or More Weeks of Prior 26 Weeks
Line 24 Not in Labor Force

Enter the total number of terminees by column for whom each of the above Labor Force Status classification apply.

Welfare Grant Information

Line 25 Welfare Grant Type: AFDC
Line 26 GA/RCA

Enter by column the total number of adult and youth welfare terminees who, at eligibility determination, were receiving or whose family was receiving cash payments under AFDC (SSA Title IV), GA, General Assistance (State or local government) or RCA of the Refugee Assistance Act of 1980 (PL 96–212).

Other Program Information

Line 27 Average Weeks Participated

Enter by column the average number of weeks of participation in the program for all terminees. Weeks of participation include the period from the date an individual becomes a participant in a given title through the date of a participant's last receipt of employment and/or training funded under that title. Exclude the period of up to 90 days during which an individual may remain in an inactive status prior to termination. Time in inactive status for all terminees should not be counted toward the actual number of weeks participated. Inactive status is defined as that period between "last receipt of employment and/or training funded under a given title" and actual date of termination. See note at Item I.B.

To calculate this entry: Count the number of days participated for each terminee, including weekends, from his/her date of entry into the program until his/her last receipt of employment and/or training. For those who receive services only, use date of last receipt of such services. Divide this result by 7. This will give the number of weeks participated for the terminee. Sum all the terminees' weeks of participation and divide the result by the number of terminees, as entered (by column) in Item I.B.

Line 28 Average Hourly Wage at Termination

Enter by column the average hourly wage at termination for the total number of terminees in Item I.B.1.

To calculate this entry: Sum the hourly wage at termination for all the terminees shown in Item I.B.1. Divide the result by the number of terminees shown in Item I.B.1.

Hourly wage includes any bonuses, tips, gratuities and commissions earned.

Line 29 Total Program Costs (Federal Funds)

Enter the total accrued expenditures, through the end of the reporting period, of the funds allocated to SDAs under Section 202(a) of the Act or otherwise distributed by the Governor to SDAs under section 202(b)(3)—incentive grants for services to the hard-to-serve and programs exceeding performance standards—for Title II–A programs in Columns A and C (includes costs of services to participants aged 14–21), as appropriate for *all* participants served. Do not include expenditures on funds authorized under section 202(b)(3) for technical assistance. Exclude expenditures under Title I, sections 123 (8%) and 124 (3%) and Title II, section 202(b)(4) (5%). Enter the total accrued expenditures of Title III funds received by the Governor under section 301 of the Act in Column D only, for *all* Title III participants served through the end of the reporting period. Include expenditures of Federal funds only, both formula and discretionary national reserve.

Note.—Entries will be made to the nearest dollar. The JASR program cost data will be compiled on an accrual basis. If the recipient's accounting records are not normally maintained on an accrual basis, the accrual information should be developed through an analysis of the records on hand or on the basis of best estimates.

The sum of the entries in Columns A and C, in Line 29, of the JASR (i.e., total for the State's SDAs under Title II–A) should equal the entry in Column A, Item I.A.1. of the JSSR, and the entry in Column C, Line 29 of the JASR should equal the entry in Column A, Item II. of the JSSR, for the same recipient, that includes the final quarter of the same program year. The entry in Column D, Line 29, of the Statewide JASR for Title III should be the sum of the entries in Columns B and C, Item I.A. of the JSSR, for the same recipient, that includes the final quarter of the same program year for the same grant.

Section III—Follow-up Information

Section III displays information based on follow-up data which must be collected through participant contact to determine an

individual's labor force status and earnings, if any, during the 13th full calendar week after termination and the number of weeks s/he was employed during the 13-week period. Follow-up data should be collected from participants whose 13th full calendar week after termination ends during the program year (the follow-up group). Thus, follow-up will be conducted for individuals who terminate during the first three quarters of the program year and the last quarter of the previous program year.

For PY 86 follow-up may be conducted for individuals who terminate during the first three quarters of the program year and postprogram data collection need not begin until October 5, 1986. For States and SDAs already collecting postprogram data, data collection may begin on July 1, 1986.

Follow-up data will be collected for the following terminees: Title II–A adults, adult welfare recipients, and Title III dislocated workers (Columns A, B, and D). No follow-up information is required for Title II–A youth (Column C).

The procedures used to collect the follow-up data are at the discretion of the Governors. However, in order to insure consistency of data collection and to guarantee the quality of the follow-up information, follow-up procedures must satisfy certain criteria. (See the Follow-up Guidelines included in these JASR instructions, Appendix A.)

Note: Every precaution must be taken to prevent a "response bias" which could arise because it may be easier to contact participants who were employed at termination than those who were not and because those who entered employment at termination are more likely to be employed at follow-up. Special procedures have been developed by which SDAs and States can monitor response bias. If your response rates for those who were and were not employed at termination differ by more than 5 percentage points, the follow-up entries for the JASR must be calculated using the "Worksheet for Adjusting Follow-up Performance Measures" in the Follow-up Technical Assistance Guide which will be issued at the same time as these reporting instructions. If the response rates differ by 5 percentage points or less, the following instructions for completing Lines 30–32 may be used.

Line 30 Employment Rate (At Follow-up)

Enter by column the employment rate at follow-up.

Calculate the employment rate by dividing the total number of respondents who were employed (full-time or part-time) during the 13th full calendar week after termination by the total number of respondents (i.e., terminees who completed follow-up interviews). Then multiply the result by 100.

Line 31 Average Weekly Earnings of Employed (At Follow-up)

Enter by column the average weekly earnings of those employed (full-time or part-time) at follow-up.

Calculate the (before-tax) average weekly earnings by dividing the sum of weekly earnings of respondents employed during the 13th full calendar week after termination by the number of respondents employed at the time of follow-up. Respondents not employed at follow-up are not included in this average.

Weekly earnings include any wages, bonuses, tips, gratuities, commissions *and* overtime pay earned.

Line 32 Average Number of Weeks Worked in Follow-up Period

Enter by column the average number of weeks worked.

To calculate the average number of weeks worked (full-time or part-time), divide the sum of the number of weeks worked during the 13 full calendar weeks after termination for all respondents who worked, by the *total* number of all respondents, whether or not they worked any time during this 13-week follow-up period.

Line 33 Sample Size

Enter by column the size of the actual sample selected to be contacted for follow-up. (For Title III only, a *statewide* sample of dislocated workers must be selected. For Title II–A, i.e., adults and adult welfare recipients, SDA samples must be selected.)

Note: If oversampling was used, the sample size should include all those selected, not just the required minimum sample size. Those deceased or severely incapacitated to the point of being unable to respond at follow-up may be excluded from the sample size.

Line 34 Response Rate

Enter by column the overall response rate, i.e., the percentage of completed surveys obtained.

To calculate the overall response rate, divide the number of terminees with completed follow-up information by the total number of terminees included in the follow-up sample (Line 33) and multiply by 100.

Note.—Complete follow-up information consists of substantive answers to the required follow-up questions and may not include "don't know," or "don't remember."

Appendix A

Follow-up Guidelines

To ensure consistent data collection and as accurate information as possible, procedures used to obtain follow-up information must satisfy the following criteria:

- Participant contact should be conducted by telephone or in person. Mail questionnaires may be used in those cases where an individual does not have a telephone or cannot be reached.
- Participant contact must occur as soon as possible after the 13th full calendar week after termination but no later than the 17th calendar week after termination.
- Data reported are to reflect the individual's labor force status and earnings during the 13th full calendar week after termination and the number of weeks she/he was employed throughout the 13-week period after termination.
- Interview questions developed by DOL (see following Exhibit) must be used to determine the follow-up information reported on the JASR. These questions are also included in the *Follow-up Technical Assistance Guide* which will be issued at the same time as the JASR.

Respondents must be told that responding is voluntary and that information provided by them will be kept confidential. Other questions may be included in the interview but shoud be asked after the DOL questions.

Exhibit

Minimum Postprogram Data Collection Questions

Our records indicate that you officially left (*specify program name*) on _____. I first want to ask you about the 13th week after you left the program; that is, the seven-day period starting on Sunday, _____, and ending on Saturday, _____, which was (last week/two/three/four weeks ago).

1. Did you do any work for pay during that week?

_____ Yes (Go to 2)

_____ No (Go to 4)

2. How much did you get paid for work you did during that week before deductions? Include wages on all jobs, tips, overtime, bonuses, commissions, and any work you may have done on the side.

_____ Dollars per week

3. Now I want to ask you about the entire 13 weeks starting with the week after you left the program. That is, from Sunday, _____, to Saturday, _____. Including the week we just talked about, how many weeks did you work at all for pay during the 13-week period?

_____ Weeks

Alternative Questions

4. If answered "no" to question 1:

Now I want to ask you about the entire 13 weeks starting with the week after you left the program. That is, from Sunday, _____, to Saturday, _____. Did you do any work for pay during the 13-week period?

_____ Yes (Go to 5)

_____ No (Go to end)

5. How many weeks did you do any work at all for pay during that 13-week period?

_____ Weeks

- Attempts must be made to contact *all* individuals unless terminee populations are large enough to use sampling.
- At least six attempts may need to be made to contact enough individuals in the follow-up group to obtain the required response rate.
- For each SDA (Title II–A) or combined Statewide (Title III Formula and National Reserve) report (JASR), minimum response rates of 70% are required for each of the following six groups: among adults, those who entered employment at termination and those who did not enter employment at termination; among welfare recipients, those who entered employment at termination and those who did not enter employment at termination; and among dislocated workers, those who entered employment at termination and those who did not enter employment at termination. The response rate is calculated as the number of terminees with complete follow-up information divided by the total number of terminees included in the group eligible for follow-up.

Sampling Procedures

Where sampling is used to obtain participant contact information, it is necessary to have a system which ensures consistent random selection of sample participants from *all* terminees in the group requiring follow-up.

- No participant in the follow-up group may be arbitrarily excluded from the sample.
- Procedures used to select the sample must conform to generally accepted statistical practice, e.g., a table of random numbers or other random selection techniques must be used.
- The sample selected for contact must meet minimum sample size requirements indicated in Table 1.

The use of sampling will depend on whether the terminee populations are large enought to provide estimates which meet minimum statistical standards. If the number of terminees for whom follow-up is required is less than 138, sampling cannot be used. In such cases attempts must be made to contact all the appropriate terminees.

Minimum Sample Sizes for Follow-up

To determine the minimum number of terminees to be included in the follow-up sample, refer to Table 1 in the following instructions. Find the row in the left-hand column that contains the planned number of terminees for each of the groups requiring follow-up: Adults, welfare recipients and dislocated workers. The required minimum sample size is given in the right-hand column of that row.

Note.— The welfare recipients in the adult sample may be used as part of the welfare sample. In this case, an additional number of welfare recipients must be randomly selected to provide supplemental sample large enough to meet the same accuracy requirements as other groups requiring follow-up. To determine the minimum size of this supplemental welfare sample, find the row in the left-hand column of Table 1 that contains the planned *total* number of welfare recipients requiring follow-up. From the corresponding entry in the right-hand column, subtract the number of welfare recipients included in the adult sample. The remainder represents the minimum size of the supplemental sample of welfare recipients required for contact.

TABLE 1—MINIMUM SAMPLE SIZES FOR FOLLOW-UP

Number of terminees in follow-up population	Minimum sample size
1 to 137	All
138 to 149	137
150 to 159	143
160 to 169	149
170 to 179	154
180 to 189	159
190 to 199	164
200 to 224	175
225 to 249	185
250 to 274	194
275 to 299	202
300 to 349	217
350 to 399	229
400 to 449	240
450 to 499	250
500 to 599	265
600 to 749	282

TABLE 1—MINIMUM SAMPLE SIZES FOR FOLLOW-UP—Continued

Number of terminees in follow-up population	Minimum sample size
750 to 999	302
1,000 to 1,499	325
1,500 to 1,999	338
2,000 to 2,999	352
3,000 to 4,999	364
5,000 or more	383

Correcting for Differences in Response Rates

Different response rates for those terminees who entered employment at termination and those who did not are expected to bias the performance estimates because those who entered employment at termination are more likely to be employed at follow-up. It is assumed that those who were employed at termination are easier to locate than those who were unemployed because the interviewer has more contact sources (e.g., name of employer). The resulting response bias can artificially inflate performance results at follow-up.

To account for this problem, separate response rates should be calculated for those who were employed at termination and for those who were not. These separate response rates should be calculated for three groups: all adult II–A terminees, welfare recipients and Title III terminees.

For each group, if the response rates of those employed at termination and those not employed differ by more than 5 percentage points, then the "Worksheet for Adjusting Follow-up Performance Measures" in the Follow-up Technical Assistance Guide must be used to correct the follow-up measures for that group.

Appendix B—Definitions of Terms Necessary for Completion of Reports

Employment/Training Services

Assessment—services are designed to initially determine each participant's employability, aptitudes, abilities and interests, through interviews, testing and counseling to achieve the applicant's employment related goals.

Follow-up—is the collection of information on a terminee's employment situation at a specified period after termination from the program.

Intake—includes the screening of an applicant for eligibility to determine: (1) Whether the program can benefit the individual; (2) the employment and training activities and services which would be appropriate for that individual; (3) availability of an appropriate employment and training activity; (4) a decision on selection for participation and (5) dissemination of information on the program.

Outreach—activity involves the collection, publication and dissemination of information on program services directed toward economically disadvantaged and other individuals eligible to receive JTPA training and support services.

Pic-Recognized Youth Employment Competencies

In order to attain a youth employment competency, an individual must have demonstrated proficiency in one or more of the following three skill areas in which the terminee was deficient at enrollment: pre-employment and work maturity, basic education and job specific skills.

- *Pre-employment skills* include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning, decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, making change, renting an apartment, opening a bank account, and using public transportation; *and*

Work maturity skills include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective interpersonal relations, coping and problem-solving skills, and acquiring an improved self image.

- *Basic education skills* include reading comprehension, math computation, writing, speaking, listening, and the capacity to use these skills in the workplace.
- *Job-specific skills*—Primary job-specific skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary job-specific skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, recordkeeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Education Status

School dropout—An adult or youth (aged 14–21) who is not attending school full-time and has not received a high school diploma or a GED certificate.

Student—An adult or youth (aged 14–21) who has not received a high school diploma or GED certificate and is enrolled full-time in an elementary, secondary or postsecondary-level vocational, technical, or academic school or is between school terms and intends to return to school.

High school graduate or equivalent (No Post-High School)—An adult or youth (aged 14–21) who has received a high school diploma or GED Certificate, but who has not attended any postsecondary vocational, technical, or academic school.

Post high school attendee—An adult or youth (aged 14–21) who has received a high school diploma or GED certificate and has attended (or is attending) any postsecondary-level vocational, technical, or academic school.

Family Status

Single head of household—A single, abondoned, separated, divorced or widowed

individual who has responsibility for one or more dependent children under age 18.

Race Ethnic Group

White (not hispanic)—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not hispanic)—A person having origins in any of the black racial groups of Africa.

Hispanic—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (including Spain), regardless of race.

Note: Among persons from Central and South American countries, only those who are of Spanish origin, descent, or culture should be included in the Hispanic category. Persons from Brazil, Guiana, and Trinidad, for example, would be classified according to their race, and would not necessarily be included in the Hispanic category. Also, the Portugese should be excluded from the Hispanic category and should be classified according to their race.

American Indian or Alaskan Native—A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan), or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa. Hawaiian natives are to be recorded as Asian or Pacific Islanders.

Other Barriers to Employment

Limited English language proficiency—Inability of an applicant, whose native language is not English, to communicate in English, resulting in a job handicap.

Handicapped individual—Refer to Sec. 4(10) of the Act. Any individual who has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment. NOTE: This definition will be used for performance standards purposes, but is not required to be used for program eligibility determination (Sec. 4(8)(E)).

Offender—For reporting purposes, the term "offender" is defined as any adult or youth who requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction (excluding misdemeanors).

U.C. Status

Unemployment compensation claimant—Any individual who has filed a claim and has been determined monetarily eligible for benefit payments under one or more State or Federal unemployment compensation programs, and who has not exhausted benefit rights or whose benefit year has not ended.

Labor Force Status

Employed—(a) An individual who, during the 7 consecutive days prior to application to a JTPA program, did any work at all: (i) as a paid employee; (ii) in his or her own business, profession or farm, or (iii) worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or (b) an individual who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time off, and whether or not seeking another job. (This term includes members of the Armed Forces on active duty, who have not been discharged or separated; participants in registered apprenticeship programs; and self-employed individuals.)

Employed part-time—An individual who is regularly scheduled for work less than 30 hours per week.

Unemployed—An individual who did not work during the 7 consecutive days prior to application for a JTPA program, who made specific efforts to find a job within the past 4 weeks prior to application, and who was available for work during the 7 consecutive days prior to application (except for temporary illness).

Unemployed: 15 or more weeks of prior 26 weeks—An individual who is unemployed at the time of eligibility determination and has been unemployed for any 15 or more of the 26 weeks immediately prior to such determination.

Not in labor force—A civilian 14 years of age or over who did not work during the 7 consecutive days prior to application for a JTPA program and is not classified as employed or unemployed.

[FR Doc. 88-13885 Filed 6-17-88; 8:45 am]
BILLING CODE 4510-30-M

The NAB Clearinghouse

Help is only a phone call away.
(202) 289-2910

The National Alliance of Business (NAB) is an independent, non-profit corporation working in partnership with business, labor, government, education and community groups to reduce the unemployment problems of economically disadvantaged youth and adults. NAB's primary mission is to encourage private businesses to provide jobs and training for these unemployed people.

National Alliance of Business

1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

Non-Profit Organ
U S Postage
PAID
Washington, DC
Permit 2594